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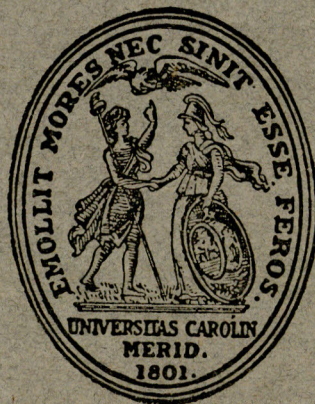
A STATISTICAL STUDY
of
South Carolina Schools for
the Scholastic Year
1922-23

BY
POWER W. BETHEA

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Foreword

This bulletin, which is entitled *A Statistical Study of South Carolina Schools for the Scholastic Year 1922-23*, is published by the Extension Division of the University of South Carolina for the purpose of better acquainting teachers, school administrators, trustees, and the general public with school conditions in South Carolina.

The manuscript was prepared by Mr. Power W. Bethea of the State Department of Education, and also a graduate student in the School of Education of the University of South Carolina. This manuscript was accepted as a partial fulfillment of the requirements for one graduate course in the School of Education.

(Signed) B. L. PARKINSON,
Director.

Statistical Study of South Carolina Schools

FOR THE SCHOLASTIC YEAR 1922-23

While South Carolina does not occupy an enviable place among the leading educational states of the nation, a substantial increase in revenue was provided for the public schools for the scholastic year 1922-23 over the previous twelve months. Likewise the schools show a correspondingly good increase in outlay over the same period.

INCOME

Table I shows in a clear and graphic manner the comparative sources of income for the public schools for the scholastic years 1921-22 and 1922-23.

TABLE I

Item	Scholastic Year	
	1921-22	1922-23
Cash balance brought forward July 1 ..\$	1,048,167.57	\$ 1,230,956.69
Receipts from poll tax	192,247.28	223,774.72
Receipts from 3-mill tax	1,108,404.13	1,152,457.23
Receipts from dog tax	103,216.59	111,392.81
Receipts from special district tax:		
For current expenses	3,739,512.80	4,459,735.60
For school bonds	587,479.81	807,768.77
Receipts from sale of school bonds issued during year	864,880.14	1,230,582.13
Receipts from state appropriation	1,350,063.90	1,851,715.62
Receipts from county appropriation ..	346,605.02	357,965.79
Miscellaneous receipts	1,312,183.78	1,241,563.00
Total revenue of State	\$10,652,761.02	\$12,667,912.36

The total income of the schools was \$12,667,912.36 for the scholastic year 1922-23 as compared with a total income of \$10,652,761.02 for the previous year. This represents a net increase in revenue of \$2,015,151.34 or 18.9 per cent.

The increases and decreases are detailed in Table II.

TABLE II

INCREASE IN INCOME

Increase

Cash balance brought forward July 1, 1922	\$ 182,789.12
Receipts from poll tax	31,527.44
Receipts from 3-mill tax	44,053.10
Receipts from dog tax	8,176.22
Receipts from special district tax:	
For current expenses	720,222.80
For bonds	220,288.96
Receipts from sale of school bonds	365,701.99
Receipts from State appropriation	501,651.72
Receipts from county appropriation	11,360.77
Total increase	<u>\$2,085,772.12</u>

Decrease

Miscellaneous receipts	\$ 70,620.78
Net increase	<u>\$2,015,151.34</u>

The increases in poll, dog and three-mill tax collections are due to the improvement of general business conditions which make fewer tax executions necessary. The big increase in special district tax collections is accounted for by the fact that 161 school districts either voted or increased their special levies while only three districts decreased or repealed their levies. Likewise many school buildings were constructed during the year and numerous bond issues were floated which caused unusual expenditures in these items.

The voting and increasing of special levies in the various districts enabled many schools to qualify for State aid under the existing laws which were unable to meet the requirements heretofore. Thus it became necessary for the General As-

sembly to provide increased State appropriations. Furthermore, the counties supplemented these funds which were prerequisite to the schools receiving such aid.

The decrease in receipts from miscellaneous sources was brought about by the improvement in the bookkeeping in the offices of the county superintendents of education, which improvement resulted in a better accounting of the items of revenue and expense.

The small increase in the cash balance brought forward is commensurate with the net increase of revenue for the year. As a general proposition, the greater the total revenue the greater the cash balance brought forward.

TABLE III

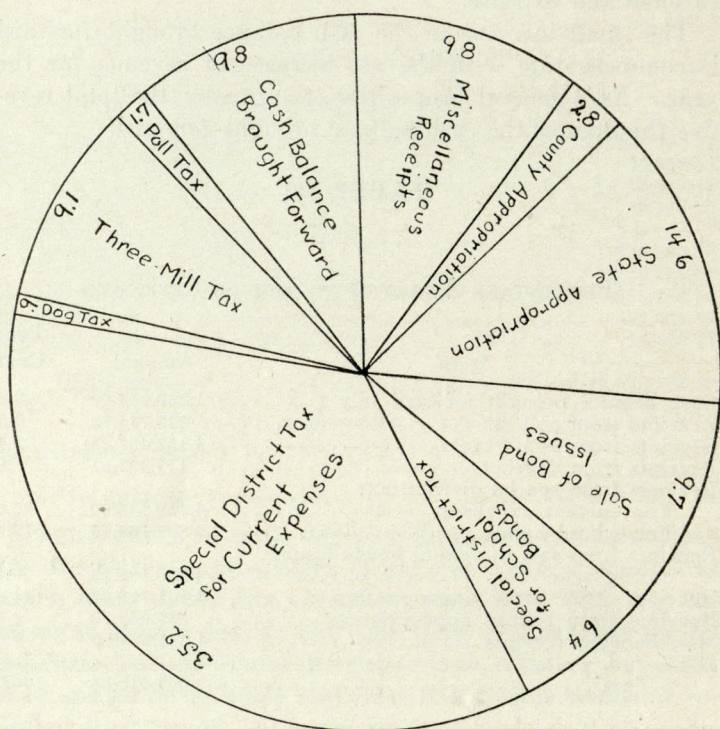
PERCENTAGE ANALYSIS OF SCHOOL REVENUE

Item	Amount	Per Cent
Cash balance brought forward July 1.....	\$ 1,230,956.69	9.8
Receipts from poll tax	223,774.72	1.7
Receipts from 3-mill tax	1,152,457.23	9.1
Receipts from dog tax	111,392.81	.9
Receipts from special district tax:		
For current expenses	4,459,735.60	35.2
For school bonds	807,768.77	6.4
Receipts from sale of school bonds issued during year	1,230,582.13	9.7
Receipts from State appropriation	1,851,715.62	14.6
Receipts from county appropriation	357,965.79	2.8
Miscellaneous receipts	1,241,563.00	9.8
Total	\$12,667,912.36	100.0

Diagram 1 pictures this even more clearly.

It is evident from Table III that more than one-third of the revenue for schools was derived from special district levies for current expenses. This would seem to indicate that much local interest was manifested in the support of the schools.

DIAGRAM 1



Percentage Analysis of School Revenue

With the exception of the local district the General Assembly provided the biggest item of revenue for the schools as it should do. It is the consensus of opinion among educators and economists that the State should provide fifty per cent of the revenue for the support of the public school system. Such a sentiment is rapidly crystallizing in South Carolina, and a plan for financing the State school system has been suggested, which if adopted by the Legislature will bring this very thing to pass.*

The three-mill county tax which was written into the State constitution was placed therein to provide the principal revenue of the schools. These lawmakers could not foresee the rapid growth of the public school system, so that this source yields less than ten per cent of the total revenue at present.

The miscellaneous receipts which are derived from marriage license fees, hunters' license fees, tax executions, and other sundry items now furnish about ten per cent of the total revenue.

ANALYSIS OF STATE APPROPRIATIONS

The sum of \$1,851,715.62 in 5,841 payments under twenty appropriations was paid as State aid to the schools for the scholastic year 1922-23, as compared with \$1,350,063.90 for the scholastic year 1921-22. This was an increase of \$501,651.72 or 37.16 per cent.

The expenditure for schools may be further analyzed to show the multiplicity of State appropriations and the classes of schools which are benefited under the existing laws. This analysis is shown in Table IV.

*Since writing the above the General Assembly enacted into law a modification of the suggested plan.

TABLE IV

STATE APPROPRIATIONS

Item	
Rural graded schools	\$ 299,000.00
High schools	325,000.00
High school deficit 1922	16,091.00
Overcrowding in elementary grades	150,000.00
Overcrowding in elementary grades deficit 1922	59,106.00
Equalizing fund guaranteeing seven months' term	553,910.00
Equalizing fund guaranteeing seven months' term deficit 1922	50,826.00
Equalizing fund guaranteeing seven month's term 1922 payment	55,136.00
Extension of school terms	49,046.00
Construction of school buildings	100,000.00
Construction of school buildings deficit 1922	21,054.00
Agriculture	78,379.41
Trade and Industry	9,225.87
Home economics	26,715.53
Public night schools	22,199.00
School improvement prizes	3,000.00
Depleted schools	10,000.00
Betterment of negro schools	15,000.00
State special school fund (dispensary)	4,000.00
State special school fund (income)	4,026.81
Total	\$1,851,715.62

OUTLAY

The heavy increase in revenue for the public schools for the scholastic year 1922-23 over the previous year is marked by a correspondingly heavy increase in expenditure for the same period. The total expenditure for schools for the year under review was \$11,153,192.58, as compared with a total expenditure of \$9,517,968.21 for the year 1921-22. This was a gain of \$1,635,224.37 or 14.66 per cent.

Table V shows by races and by purposes the comparative expenditure for schools for the scholastic years 1921-22 and 1922-23.

TABLE V
EXPENDITURES

Item	Scholastic Year	
	1921-22	1922-23
Teachers' salaries:		
White men	\$1,218,615.18	\$ 1,366,276.71
White women	4,365,544.68	4,850,638.51
Total	5,584,159.86	6,216,915.22
Negro men	201,118.49	211,195.27
Negro women	617,129.58	634,713.91
Total	818,248.07	845,909.18
Total salaries for both races..	6,402,407.93	7,062,824.40
Furniture and Apparatus:		
White	225,687.34	188,855.02
Negro	15,483.55	22,983.09
Fuel and Incidentals:		
White	592,221.73	839,736.87
Negro	38,917.12	63,078.13
Libraries:		
White		1,310.03
Negro		85.59
Transportation of Pupils:		
White	68,831.23	88,903.94
Negro	7.20	53.00
Grounds, Buildings, Repairs, Rent:		
White	1,531,140.22	1,970,944.22
Negro	142,911.22	187,033.63
Bonds (White):		
Interest	273,816.16	400,529.18
Sinking fund and retirement	226,544.51	326,855.48
Total Expenditure for all Purposes:		
White	8,502,401.05	10,034,049.96
Negro	1,015,567.16	1,119,142.62
Grand Total of all Expenditures for both races	\$9,517,968.21	\$ 11,153,192.58

The net increase in the expenditure for schools is analyzed in Table VI.

The heaviest increase in expenditure for the schools is reflected in white teachers' salaries, followed by a modest increase in salaries for negro teachers. This is due to the improvement in the personnel of the teaching corps. Teachers are training themselves for finer service by taking normal courses and attending summer schools. Furthermore, there was a four per cent increase in the number of teachers.

TABLE VI

INCREASE IN EXPENDITURE

	Increase	
Teachers' Salaries:		
White men	\$147,661.53	
White women	485,093.83	\$632,755.36
Negro men	10,076.78	
Negro women	17,584.33	27,661.11
Both races		\$ 660,416.47
Furniture and Apparatus:		
Negro		7,499.54
Fuel and Incidentals:		
White	247,515.14	
Negro	24,161.01	
Both races		271,676.15
Libraries:		
White	1,310.03	
Negro	85.59	
Both races		1,395.62
Transportation of Pupils:		
White	20,072.71	
Negro	45.80	
Both races		20,118.51
Grounds, Buildings, Repairs, Rent:		
White	439,804.00	
Negro	44,122.41	
Both races		483,926.41
Bonds (White):		
Interest	126,713.02	
Sinking fund and retirement	100,310.97	
		277,023.99
Total Increase		\$1,672,056.69

Decrease

Furniture and Apparatus:	
White	36,832.32
Net Increase	\$1,635,224.37

A very progressive and constructive building program is now on in the State, which accounts for a good increase in grounds and buildings for both races. This is aug-

mented by the general improvement of business conditions throughout the State. In addition the people are recovering from the deflation following the World War and the first onslaught of the boll weevil, and are now in a better frame of mind to make capital outlays for schools.

The increase in transportation of pupils, especially of whites, is accounted for by a number of small schools being discontinued and consolidated with the larger schools. The number of one-teacher schools decreased from 2,880 in 1921-22 to 2,771 in 1922-23.

The big increase in fuel and incidentals shows that school buildings are being made more comfortable for both teachers and pupils, and that more attention is being paid to janitor service and to improving sanitary conditions.

A few years ago the appropriation for libraries was discontinued, but this appropriation was restored last year, which accounts for the increase of this item.

The increase in expenditure is further reflected in the average annual salary paid teachers, the length of the session in days, and the expenditure per pupil as Schedule A clearly shows.

SCHEDULE A

Item	Scholastic Year	
	1921-22	1922-23
Average annual salary paid teachers	\$592.00	\$642.00
Average length of session in days.....	108	112
Expenditure per pupil	\$ 20.00	\$ 24.00

PERCENTAGE ANALYSIS OF SCHOOL OUTLAY

Table VII shows in a very concrete manner the percentage analysis of the distribution of the various purposes for which school funds were expended for the scholastic year 1922-23.

TABLE VII

PERCENTAGE ANALYSIS OF SCHOOL OUTLAY

Item	Amount	Per Cent
Teachers' salaries	\$ 7,062,824.40	63.3
Furniture and apparatus	211,738.11	1.9
Fuel and incidentals	902,815.00	8.1
Libraries	1,395.62	.1
Transportation of pupils	88,956.94	.8
Grounds, buildings, repairs, rent	2,157,977.85	19.3
Interest on bonds	400,529.18	3.6
Sinking fund and retirement	326,855.48	2.9
Total	\$11,153,092.58	100.0

Diagram 2 shows this even more graphically.

The expenditure for teachers' salaries continues to hold first place among the outlays for schools, as it should do, while the item for grounds and buildings easily ranks second. If the latter expenditure should be considered with its allied items, interest on bonds and sinking fund for bonds, the three would easily absorb twenty-five per cent of the total expenditure for schools.

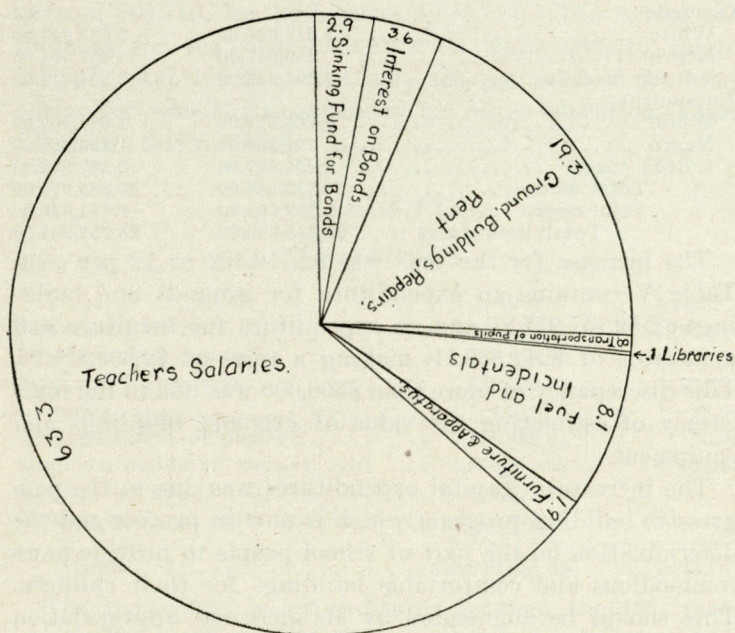
The item of fuel and incidentals consumes more than eight per cent of the total expenditure, but this should not go beyond ten per cent. Less than one per cent is spent for transportation, but if the present program of consolidation continues, this item will show a marked increase next year.

Heretofore nothing was spent on libraries, but with the restoration of this item in the appropriation act considerable interest has been manifested in the purchase of libraries for the schools. It is expected that this item will show an increase next year.

FIXED ASSETS

Table VIII shows the comparative value of school property of the State for the years 1921-22 and 1922-23.

DIAGRAM 2



Percentage Analysis of School Outlay

TABLE VIII

VALUE OF SCHOOL PROPERTY

Item	Scholastic Year	
	1921-22	1922-23
Buildings:		
White	\$16,635,385.00	\$17,868,170.00
Negro	1,721,432.00	2,129,240.00
Both races	18,356,817.00	19,997,410.00
Grounds:		
White	2,011,628.00	2,533,947.00
Negro	280,017.00	457,564.00
Both races	2,291,645.00	2,991,511.00
Equipment:		
White	1,705,372.00	1,981,902.00
Negro	191,255.00	285,168.00
Both races	1,896,627.00	2,267,070.00
Total white	20,352,385.00	22,384,019.00
Total negro	2,192,704.00	2,871,972.00
Total both races	22,545,089.00	25,255,991.00

The increase for the year was \$2,710,902 or 12 per cent. Table V contains an expenditure for grounds and buildings of \$2,157,977.85 and an expenditure for furniture and apparatus of \$211,838.11, making a total of \$2,369,815.96. This discrepancy of more than \$300,000 was due to the inaccuracy of estimating the value of grounds, buildings and equipment.

The increase in capital expenditures was due to the progressive building program which is now in process and the determination on the part of school people to provide more commodious and comfortable buildings for their children. This should be augmented by an increased appropriation for buildings for the present year.

EXPENDITURE FOR WHITES AND NEGROES

While it is perhaps true that the negro is receiving more school taxes than he pays there should be a more equitable distribution of school funds between the two races. Such a policy would make the negro a more useful citizen and would materially decrease his liability to the State. It would make the negro better satisfied with his condition and would put a stop to the migration of the more de-

sirable element to the North. Furthermore, the negro with a rudimentary education makes a much more profitable laborer than does the illiterate negro.

The total outlay for whites for the year under review was \$10,034,049.96 while that for negroes for the same year was \$1,119,142.62. According to the census of 1920 the population of South Carolina was, for whites 819,005, for negroes 864,719, for both races 1,683,724. The school enrollment for the year 1922-23 was: white 236,613, negro 226,267, total 462,880. Yet only ten per cent of the total outlay for schools was expended for negro education. Table IX shows this in detail.

TABLE IX

EXPENDITURES

Item	White	Negro
Salaries of teachers	\$ 6,216,915.22	\$ 845,909.18
Furniture and apparatus	188,855.02	22,983.09
Fuel and incidentals	839,736.87	63,078.13
Libraries	1,310.03	85.59
Transportation of pupils	88,903.94	53.00
Grounds, buildings, repairs, rent	1,970,944.22	187,033.63
Interest on bonds	400,529.18	.....
Sinking fund and retirement on bonds	326,855.48	.....
Totals	\$10,034,049.96	\$1,119,142.62

The inequalities in expenditures between the two races are further reflected in the average annual salary for teachers, the expenditure per pupil, the length of session in days, and number of pupils to the teacher, as Schedule B shows:

SCHEDULE B

Item	White	Negro
Average annual salary paid teachers	\$834.71	\$237.95
Expenditure per pupil	\$ 42.41	\$ 4.95
Length of session in days	144	80
Number of pupils to teacher	32	64

CONSOLIDATIONS

The general trend for the past few years has been to eliminate the one-room school. Educators and school people are now beginning to realize that the same class of work cannot be accomplished in the small school that can be done in the consolidated school. The past year has seen a number of consolidations both in the white and negro schools. As new buildings are being constructed it is seldom that a one-room house is built. It is, therefore, not surprising that the number of one-teacher schools has decreased from 2,880 to 2,771 within the past year. This can be seen in detail in Table X.

TABLE X

NUMBER OF 1-TEACHER, 2-TEACHER, ETC., SCHOOLS

Item	Scholastic year		Increase	Decrease
	1921-22	1922-23		
One Teacher:				
White	840	782	....	58
Negro	2,040	1,989	....	51
Both races	2,880	2,771	....	109
Two Teachers:				
White	639	628	....	11
Negro	292	303	11	....
Both races	931	931	....	....
Three Teachers:				
White	324	323	....	1
Negro	73	51	....	22
Both races	397	374	....	23
More than Three Teachers:				
White	483	509	26	....
Negro	88	105	17	....
Both races	571	614	43	....
Total:				
White	2,286	2,242	....	44
Negro	2,493	2,448	....	45
Both races	4,779	4,690	....	89

The net decrease in the number of white schools was 44, while the net decrease in the number of negro schools was 45, making a total net decrease of 89. It is interesting to note that only the white schools with more than three

teachers showed an increase in number, the other classes of white schools having shown a decrease during the year.

SCHOOL ENROLLMENT

An analysis of the school enrollment of 1922-23 compared with the enrollment of 1921-22 shows a decrease of 16,429. The whites show a gain in enrollment of 1,078 while the negroes show a loss of 18,870. The whites should have made a stronger gain when the rate of increase in population is taken into account. However, this practically stationary enrollment was due in part to the lax compulsory attendance law now in force. There is good reason to believe that a number of white educables did not attend school during 1922-23.

The falling off in the negro enrollment is due to the fact that a number of negro teachers migrated North, and as a result a few of the negro schools did not function. These increases and decreases are detailed in Table XI.

TABLE XI
SCHOOL ENROLLMENT

Item	Scholastic Year		Increase	Decrease
	1921-22	1922-23		
White Town:				
Boys	54,851	58,017	3,166	.....
Girls	54,903	57,752	2,849	.....
Total	109,754	115,769	6,015	.....
White Country:				
Boys	65,050	62,401	....	2,649
Girls	60,731	58,443	....	2,288
Total	125,781	120,844	....	4,937
Grand Total	235,535	236,613	Net Inc. 1,078	.....
Negro Town:				
Boys	28,530	28,779	249	.....
Girls	34,486	35,600	1,114	.....
Total	63,016	64,379	1,363	.....
Negro Country:				
Boys	85,323	74,885	....	10,438
Girls	95,435	87,003	....	8,432
Total	180,758	161,888	....	18,870
Grand Total	243,774	226,267	....	Net Decr. 17,507
Total both races..	479,309	462,880	....	Net Decr. 16,429

This is the first time since 1869 that the white enrollment has exceeded the negro enrollment, there being more than 10,000 difference this year in enrollment between the two races.

A further comparative analysis shows that the decrease in enrollment both for whites and negroes was in the country schools. Both races showed gains in the town schools, with slight decreases for whites in the country schools and heavy decreases for negroes in the country schools. This would seem to indicate that there is an exodus from the country to the town, which is due to better facilities in the town schools than in the country schools.

The State should make ample provision to support the country schools if its population is to remain rural.

AVERAGE ATTENDANCE

A comparison of the average attendance figures for 1922-23 with those for 1921-22 shows that the percentage of enrolled pupils in attendance decreased from 72.16% to 70.27%. This is disappointing in view of the fact that South Carolina has never ranked very high in the attendance of her pupils compared with other states. This decrease is clearly due to the lax compulsory attendance law now in force.

A study of Table XI reveals the fact that the town pupils attend school more regularly than the country children. This is particularly true of the whites. The per cent of white attendance is about ten per cent higher in the town schools than in the country schools. The per cent of negro attendance in the town schools, however, is only two per cent higher in the town schools than in the country schools.

This disparity in attendance between the town and country schools is perhaps due to the difference in conditions in the town schools and country schools. The former is more accessible for the pupil while the latter offers handicaps during the rainy seasons and the rough weather of winter.

The whites are better attenders than the negroes, ac-

According to Table XI, despite the fact that the average length of school term of the former is much longer than that of the latter. This is accounted for by the fact that negro children are required to help earn a living for the family at an earlier age than are the white children.

TABLE XI

AVERAGE ATTENDANCE

Item	Scholastic Year		1922-23	
	1921-22		1922-23	
	Attendance	Per Cent	Attendance	Per Cent
White Town:				
Boys	42,111	76.77	43,330	74.69
Girls	43,298	78.86	44,724	77.44
Total	85,409	77.82	88,054	76.06
White Country:				
Boys	43,793	67.32	40,633	65.12
Girls	42,540	70.05	40,248	68.87
Total	86,333	68.64	80,881	66.93
White State ..	171,742	72.92	168,935	71.40
Negro Town:				
Boys	20,035	70.22	19,851	68.98
Girls	24,596	71.32	25,502	71.63
Total	44,631	70.82	45,353	70.45
Negro Country:				
Boys	60,536	70.95	50,414	67.32
Girls	68,976	72.28	60,578	69.63
Total	129,512	71.65	110,992	68.56
Negro State...	174,143	71.44	156,345	69.10
Total State	345,885	72.16	325,280	70.27

The situation is still more revolting with reference to the number of pupils enrolled and the per cent in attendance when it is known that the outlay for schools last year increased more than \$1,500,000.00. On the other hand there was a falling off both in enrollment and in per cent of attendance as Schedule C indicates.

SCHEDULE C

Item	Scholastic Year	
	1921-22	1922-23
Number of pupils enrolled	479,309	462,880
Per cent in attendance	72.16	70.27

Thus more than \$3,300,000.00, or 30 per cent of the total expenditure for schools for the scholastic year 1922-23, was

wasted because of the non-attendance of pupils. Some leakage is unavoidable, but how to reduce such waste to a minimum is one of the most vital and difficult problems which confronts both teachers and parents. It is certain that an effective compulsory attendance law would reduce this waste to a great extent.

LENGTH OF SCHOOL YEAR

Table XII analyzes the length of the school year.

TABLE XII

LENGTH OF SESSION IN DAYS

	Scholastic Year	
	1921-22	1922-23
White:		
Town	172	174
Country	134	138
State	140	144
Negro:		
Town	127	130
Country	74	76
State	77	80
State, both races	108	112

The length of the school year was increased four days within the past year, and this accounts for a part of the increase in total expenditure for schools. It cost the tax payers about \$100,000 per day to operate the schools during 1922-23, and the increase of four days, therefore, added \$400,000 to the total expenditure for schools. This increase in the length of the school year was very nearly uniform both for whites and negroes in town and country schools as Table XII shows.

TEACHING CORPS

Table XIII shows by races and by grades, as well as by sexes, the percentage analysis of the teaching corps for the scholastic year 1922-23.

TABLE XIII

PERCENTAGE ANALYSIS OF TEACHING CORPS

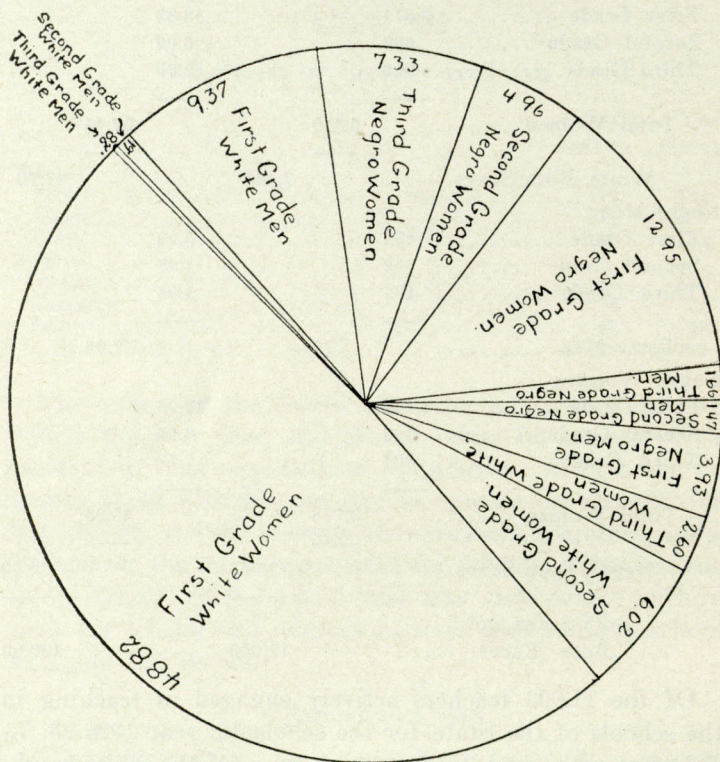
Item	Number of Teachers	Per Cent
White Men:		
First Grade .....1,031		9.37
Second Grade 67		.61
Third Grade 31		.28
		<hr/>
Total men	1,129	10.26
White Women:		
First Grade .....5,371		48.82
Second Grade 662		6.02
Third Grade 286		2.60
		<hr/>
Total Women	6,319	57.44
		<hr/>
White, Both Sexes	7,448	67.70
Negro Men:		
First Grade 432		3.93
Second Grade 162		1.47
Third Grade 183		1.66
		<hr/>
Total Men	777	7.06
Negro Women:		
First Grade .....1,425		12.95
Second Grade 546		4.96
Third Grade 807		7.33
		<hr/>
Total Women	2,778	25.24
		<hr/>
Negro, Both Sexes	3,555	32.30
		<hr/>
Both Sexes and Both Races.....	11,003	100.00

Of the 11,003 teachers actively engaged in teaching in the schools of the State for the scholastic year 1922-23, 7,448 were white and 3,555 were negro. Of the white teachers, 6,402 or approximately 86 per cent held first grade certificates, 729 or approximately 10 per cent held second

grade certificates, and 317 or approximately 4 per cent held third grade certificates.

Of the 3,555 negro teachers, 1,857 or approximately 52 per cent held first grade certificates, 708 or approximately 20 per cent held second grade certificates, and 990 or approximately 28 per cent held third grade certificates.

DIAGRAM 3.



Percentage Analysis of Teaching Corps.

Of the 11,003 teachers, the total for both races, 8,259 or 75 per cent held first grade certificates, 1,437 or approximately 13 per cent held second grade certificates, and 1,307 or approximately 12 per cent held third grade certificates.

Diagram 3 illustrates this even more graphically.

TEACHERS' CERTIFICATES

Table XIV shows by classes and by grades the number of outstanding certificates June 30, 1923.

TABLE XIV

SUMMARY OF TEACHERS' CERTIFICATES

	White	Negro	Total
Basis—College Diploma	4,681	1,735	6,416
Life Certificates—Basis—Ten Years Successful Teaching Experience in South Carolina			

	White	Negro	Total
Professional Academic	82	0	82
Academic	158	3	161
High School	85	7	92
Specials	3	0	3
Elementary:			
First Grade	821	128	949
Second Grade	59	63	122
Third Grade	7	22	29
Primary:			
First Grade	20	1	21
Second Grade	0	1	1
Total	1,235	225	1,460

Basis—Outstanding Certificate by County Examination

	White	Negro	Total
First Grade	1,816	277	2,093
Second Grade	708	335	1,043
Total	2,524	612	3,136

Basis—Examination by Bureau of Examiners

	White	Negro	Total
First Grade	273	13	286
Second Grade	794	101	895
Third Grade	893	970	1,863
Total	1,960	1,084	3,044

Basis—Certificate from Another State

	White	Negro	Total
First Grade	490	15	505
Second Grade	52	15	67
Third Grade	1	3	4
Total	543	33	576

Basis—Old Certificate, by Order State Board, Special Certificate, or Shorter Normal Certificate

	White	Negro	Total
First Grade	1,210	260	1,470
Second Grade	10	0	10
Third Grade	4	0	4
Total	1,224	260	1,484

	White	Negro	Total
Basis—High School Diploma and Required Credits	281	0	281

	White	Negro	Total
Basis—Two-Year College Transcript....	368	1	369

County Permits for Session 1922-23, Basis—Request of County Board of Education

	White	Negro	Total
First Grade	446	48	494
Second Grade	166	172	338
Third Grade	112	270	382
Total	724	490	1,214

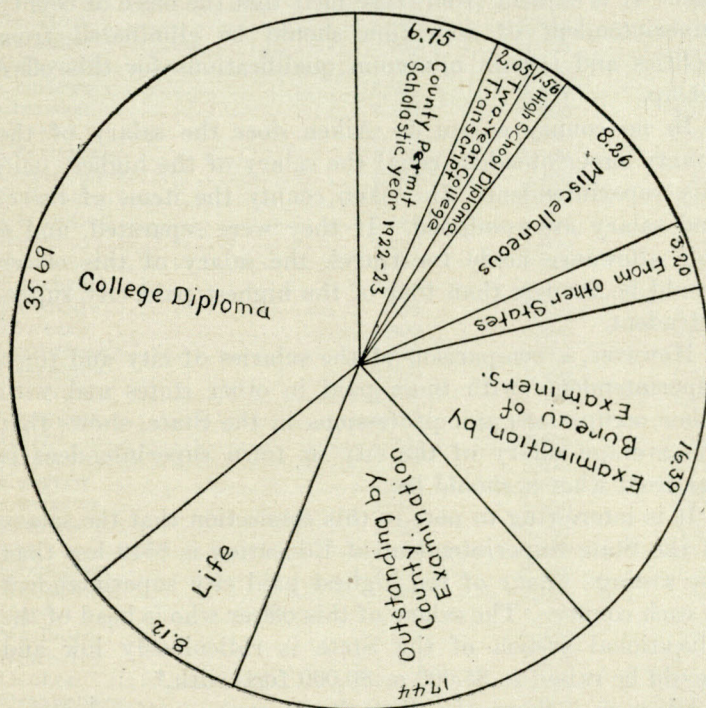
Grand Total all Classes and Grades.. 13,540 4,440 17,980

A comparison of the number of certificates outstanding with the number of teachers actively engaged in teaching for the scholastic year 1922-23 shows that South Carolina has a superfluity of teachers, either good, bad or indifferent. The number of people who held certificates exceeded the number who taught last year by 6,977. Some of those certificated either left the profession or taught in other states, while some of this number were idle. But there is a shortage of highly trained and experienced teachers in the State. Furthermore, there are a number of excellent certificated teachers available who refuse to accept work in the

schools because of the low salaries and poor social environments. Some inferior teachers are employed in the schools because of such low salaries. In addition some of the schools employ cheap teachers because of local conditions and not because they are unable to pay salaries sufficient to attract highly trained teachers.

Diagram 4 gives the percentage analysis of the various classes of certificates outstanding June 30, 1923.

DIAGRAM 4



Percentage Analysis of Classes of Certificates

SALARIES OF COUNTY SUPERINTENDENTS

While there is a wide disparity in the salaries of county superintendents of education in the forty-six counties, there is a greater inequality between the salaries of these officers and the salaries of city superintendents. Table XV shows that the average salary of the highest paid city superintendent in each county is just about twice the average salary of the county superintendent of education. The reason is very clear. One is elected by the people, while the other is selected by the local district board of trustees. It is evident from these facts that the office of county superintendent of education should be eliminated from politics and certain minimum qualifications for this office set up.

In no county except in Aiken does the salary of the county superintendent equal the salary of the highest paid city superintendent. In Aiken county the items of travel and salary are combined. If they were separated, and a fair allowance made for travel, the salary of this officer would be far less than that of the highest paid city superintendent.

However, a comparison of the salaries of city and town superintendents with those paid in other states and with other occupations and professions in the State, shows that the average salary of the city or town superintendent is far from what it should be.

It is interesting to note in this connection that the salary of the State Superintendent of Education is \$510 less than the average salary of the highest paid city superintendent in each county. The salary of this officer who is head of the educational system of the State is ridiculously low and should be raised to \$5,000 or \$6,000 forthwith.*

Diagram 5 shows the disparity in remuneration between the average county superintendent of education and the highest paid city superintendent in the county.

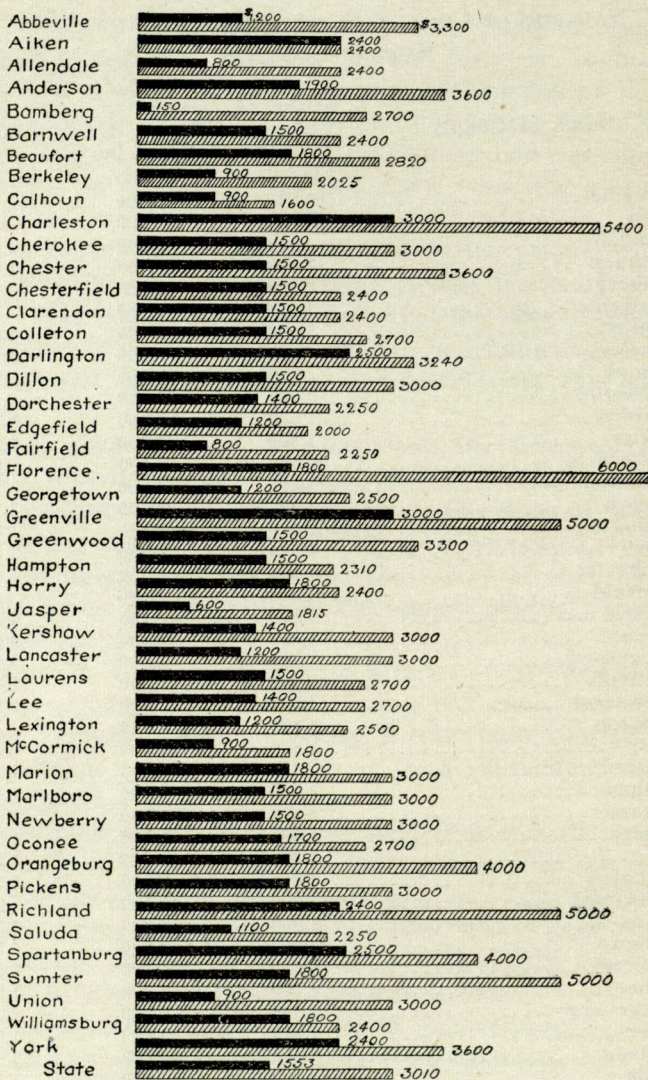
*Since writing the above the General Assembly increased the salary of the State Superintendent of Education from \$2,500 to \$5,000 to become effective in January, 1925.

TABLE XV
SALARIES OF COUNTY SUPERINTENDENTS AND CITY
SUPERINTENDENTS

Name of County	Salary of County Supt. of Education	Salary of Highest Paid City Supt. in County	Excess
Abbeville	\$1,200	\$3,300	\$2,100
Aiken	2,400	2,400	.....
Allendale	800	2,400	1,600
Anderson	1,900	3,600	1,700
Bamberg	* 150	2,700	2,550
Barnwell	1,500	2,400	900
Beaufort	1,800	2,820	1,020
Berkeley	900	2,025	1,125
Calhoun	900	1,600	700
Charleston	3,000	5,400	2,400
Cherokee	1,500	3,000	1,500
Chester	1,500	3,600	2,100
Chesterfield	1,500	2,400	900
Clarendon	1,500	2,400	900
Colleton	1,500	2,700	1,200
Darlington	2,500	3,240	740
Dillon	1,500	3,000	1,500
Dorchester	1,400	2,250	850
Edgefield	1,200	2,000	800
Fairfield	800	2,250	1,450
Florence	1,800	6,000	4,200
Georgetown	1,200	2,500	1,300
Greenville	3,000	5,000	2,000
Greenwood	1,500	3,300	1,800
Hampton	1,500	2,310	810
Horry	1,800	2,400	600
Jasper	600	1,815	1,215
Kershaw	1,400	3,000	1,600
Lancaster	1,200	3,000	1,800
Laurens	1,500	2,700	1,200
Lee	1,400	2,700	1,300
Lexington	1,200	2,500	1,300
McCormick	900	1,800	900
Marion	1,800	3,000	1,200
Marlboro	1,500	3,000	1,500
Newberry	1,500	3,000	1,500
Oconee	1,700	2,700	1,000
Orangeburg	1,800	4,000	2,200
Pickens	1,800	3,000	1,200
Richland	2,400	5,000	2,600
Saluda	1,100	2,250	1,150
Spartanburg	2,500	4,000	1,500
Sumter	1,800	5,000	3,200
Union	900	3,000	2,100
Williamsburg	1,800	2,400	600
York	2,400	3,600	1,200
State	\$1,553	\$3,010	\$1,457

*In Bamberg County the County Superintendent of Education also holds the position of Auditor.

DIAGRAM 5



Salaries of County and City Superintendents

LEGEND: The black lines indicate the Salaries of the County Superintendents of Education while the hatched lines show the salaries of the highest paid City Superintendents in the Counties.

PER CAPITA COSTS FOR WHITES

Table XVI details the per capita costs for whites in all the counties of the State.

TABLE XVI

PER CAPITA EXPENDITURE FOR WHITES ACCORDING TO
ENROLLMENT SHOWING RANK BY COUNTIES

County	Per Capita Expenditure	Rank
Abbeville	\$ 27.66	43
Aiken	27.94	42
Allendale	69.07	4
Anderson	34.44	30
Bamberg	54.42	7
Barnwell	65.01	5
Beaufort	50.86	10
Berkeley	40.72	21
Calhoun	40.10	22
Charleston	106.33	2
Cherokee	26.15	45
Chester	70.34	3
Chesterfield	25.25	46
Clarendon	26.93	44
Colleton	33.66	32
Darlington	48.12	15
Dillon	39.75	23
Dorchester	29.13	41
Edgefield	32.03	36
Fairfield	112.67	1
Florence	47.81	16
Georgetown	50.70	12
Greenville	34.39	31
Greenwood	30.97	38
Hampton	32.39	35
Horry	37.60	24
Jasper	30.28	40
Kershaw	35.40	28
Lancaster	30.60	39
Laurens	33.56	33
Lee	41.18	19
Lexington	33.58	34
McCormick	36.07	27
Marion	49.10	13
Marlboro	40.88	20
Newberry	50.79	11
Oconee	35.19	29
Orangeburg	48.26	14
Pickens	45.26	17
Richland	61.45	6
Saluda	31.44	37
Spartanburg	36.33	26
Sumter	53.67	8
Union	44.71	18
Williamsburg	36.33	25
York	51.88	9
State	\$ 42.41	..

There is a great disparity in per capita costs in the forty-six counties, the figures varying from \$25.25 in Chesterfield to \$112.67 in Fairfield. These differences are caused in part by the heavy building programs in some of the counties and sparse populations in others. The greatest difference is caused, however, by the relative taxable wealth to the pupil.

This is accompanied by Diagram 6.

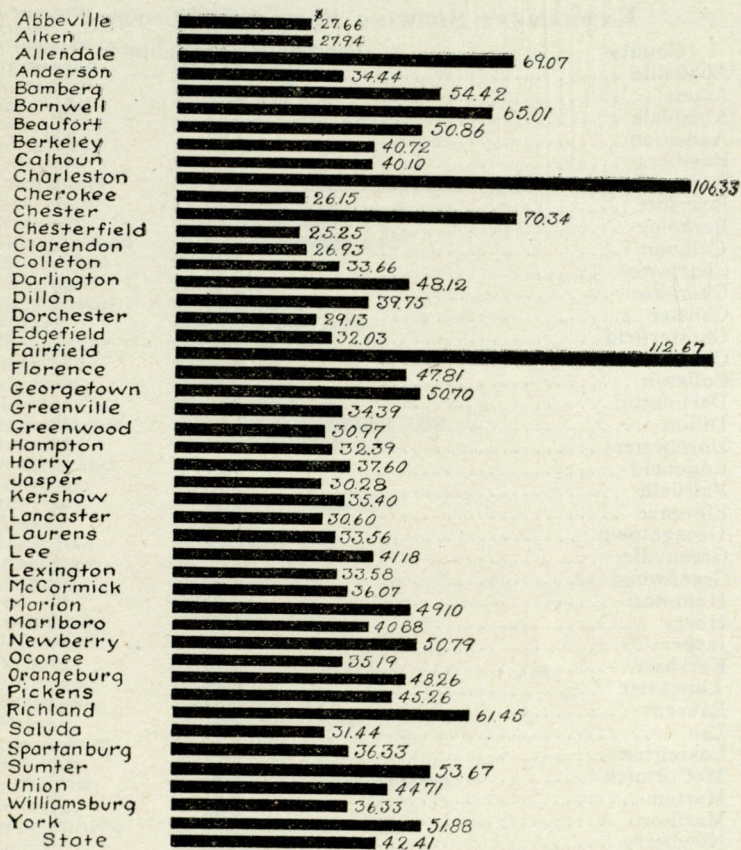
PER CAPITA COSTS FOR NEGROES

Table XVII details the per capita costs for negroes in all the counties of the State.

Likewise there is a great disparity in per capita costs in the counties for negroes. As a rule the counties in which there are wealth centers spend more money for negro education, while the rural counties with a low assessed valuation of property spend much less. The contrast is even more striking than the difference in per capita costs for whites.

For more graphic comparison see Diagram 7.

DIAGRAM 6



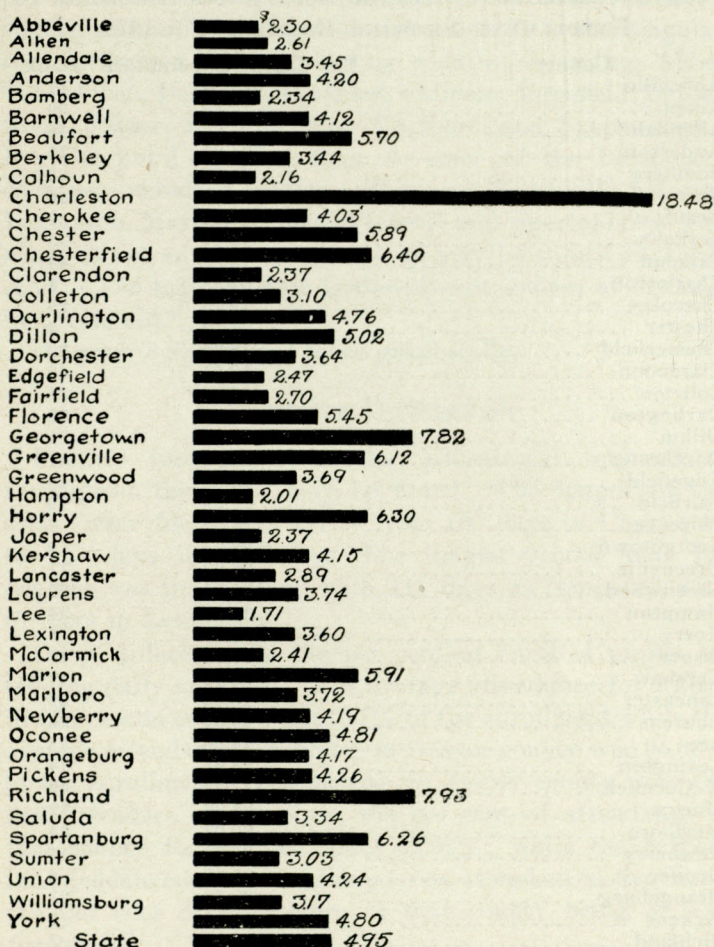
Per Capita Expenditure for Whites According to Enrollment

TABLE XVII

PER CAPITA EXPENDITURE FOR NEGROES ACCORDING TO
ENROLLMENT SHOWING RANK BY COUNTIES

County	Per Capita Expenditure	Rank
Abbeville	\$ 2.30	43
Aiken	2.61	37
Allendale	3.45	29
Anderson	4.20	18
Bamberg	2.34	42
Barnwell	4.12	22
Beaufort	5.70	10
Berkeley	3.44	30
Calhoun	2.16	44
Charleston	18.48	1
Cherokee	4.03	23
Chester	5.89	7
Chesterfield	6.40	4
Clarendon	2.37	41
Colleton	3.10	33
Darlington	4.76	15
Dillon	5.02	12
Dorchester	3.64	27
Edgefield	2.47	38
Fairfield	2.70	36
Florence	5.45	11
Georgetown	7.82	3
Greenville	6.12	7
Greenwood	3.69	26
Hampton	2.01	45
Horry	6.30	5
Jasper	2.37	40
Kershaw	4.15	21
Lancaster	2.89	35
Laurens	3.74	24
Lee	1.71	46
Lexington	3.60	28
McCormick	2.41	39
Marion	5.91	8
Marlboro	3.72	25
Newberry	4.19	17
Oconee	4.81	13
Orangeburg	4.17	20
Pickens	4.26	16
Richland	7.93	2
Saluda	3.34	31
Spartanburg	6.26	6
Sumter	3.03	34
Union	4.24	17
Williamsburg	3.17	32
York	4.80	14
State	\$ 4.95	..

DIAGRAM 7.



Per Capita Expenditure for Negroes According to Enrollment

PER CAPITA COSTS FOR BOTH RACES

The discrepancies in per capita costs for both races are detailed in Table XVIII.

TABLE XVIII

PER CAPITA EXPENDITURE FOR BOTH RACES ACCORDING TO
ENROLLMENT SHOWING RANK BY COUNTIES

County	Per Capita Expenditure	Rank
Abbeville	\$13.34	41
Aiken	14.48	39
Allendale	23.77	18
Anderson	24.31	15
Bamberg	22.55	22
Barnwell	24.00	16
Beaufort	16.81	33
Berkeley	16.17	35
Calhoun	12.22	44
Charleston	54.25	1
Cherokee	19.73	25
Chester	31.72	4
Chesterfield	18.25	30
Clarendon	10.51	46
Colleton	18.45	28
Darlington	23.36	20
Dillon	22.67	21
Dorchester	15.43	37
Edgefield	12.80	43
Fairfield	27.58	9
Florence	28.57	7
Georgetown	23.71	19
Greenville	26.99	11
Greenwood	16.85	32
Hampton	16.75	34
Horry	31.17	5
Jasper	11.65	45
Kershaw	18.62	27
Lancaster	18.45	29
Laurens	19.51	26
Lee	14.96	38
Lexington	24.95	14
McCormick	13.34	42
Marion	25.98	12
Marlboro	20.07	24
Newberry	23.78	17
Oconee	27.88	8
Orangeburg	20.79	23
Pickens	37.77	2
Richland	34.04	3
Saluda	17.51	31
Spartanburg	27.36	10
Sumter	15.82	36
Union	25.46	13
Williamsburg	14.48	40
York	29.57	6
State	\$ 24.10	..

It is interesting to note that Charleston county spends five times as much per pupil enrolled as does Clarendon county. Other disparities are noticeable. It is also singular that several of the contributing counties, including Abbeville, Aiken, Beaufort, Berkeley, Calhoun, Edgefield, Greenwood, Jasper, Kershaw, Lee, Marlboro, and Sumter spend less per pupil enrolled than do some of the beneficiary counties including Dillon, Florence, Greenville, Horry, Lexington, Marion, Oconee, Pickens, and Spartanburg. The negro is not entirely the blame as may be shown in Table XVI. The main trouble is the present system of disbursing State aid.*

Diagram 8 shows this more graphically.

FURTHER DIFFERENCES

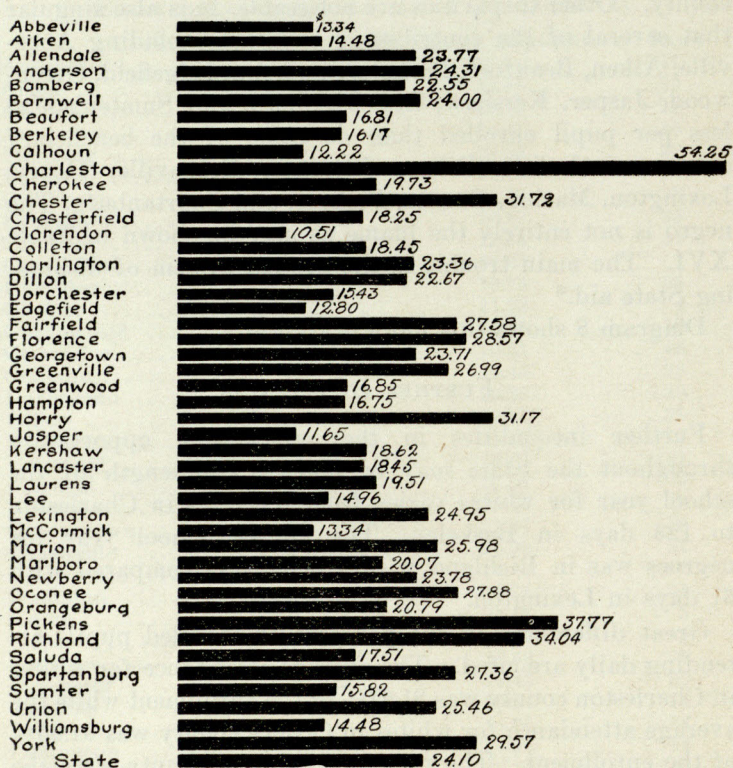
Further inequalities in the educational opportunity throughout the State may be noted. The length of the school year for whites varies from 180 days in Charleston to 123 days in Berkeley. The longest school year for negroes was in Richland with 115 days as compared with 61 days in Lexington.

Great differences in the per cent of enrolled pupils attending daily are cited. The average attendance for whites in Charleston county was 81.27% of the enrollment while the average attendance for whites in Oconee county was 64.00% of the enrollment. The negroes in Jasper county were the best attenders in the State, the per cent of attendance in that county for negroes being 82.02%; while the negroes in Allendale county were the poorest attenders in the State, the per cent of attendance in that county being 58.77% for blacks.

Beaufort county led the State for per cent in attendance for both races with 78.31%, while Oconee county tailed the list with only 64.23%.

*The new financing act for schools should correct this to some extent.

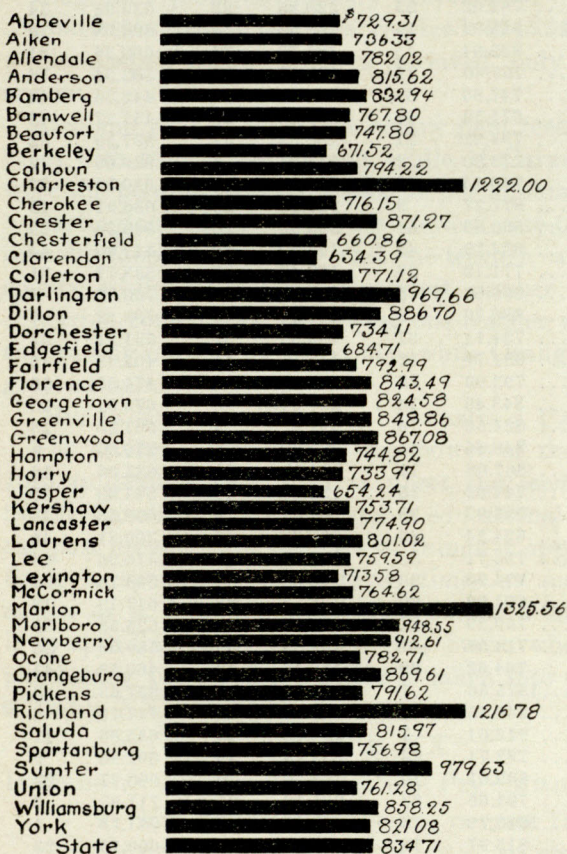
DIAGRAM 8



Per Capita Expenditure for Both Races According to Enrollment

Table XIX details by counties and by races the differences in average annual salaries of teachers, supervisors and principals which prevail throughout the State.

DIAGRAM 9



*Average Annual Salaries of Teachers, Supervisors,
and Principals (white)*

TABLE XIX
AVERAGE ANNUAL SALARIES OF TEACHERS, SUPERVISORS
AND PRINCIPALS

County	White	Rank	Negro	Rank	Both Races	Rank
Abbeville	\$729.31	39	\$116.46	45	\$471.84	40
Aiken	736.33	36	144.86	40	506.98	37
Allendale	782.02	25	220.86	22	530.98	34
Anderson	815.62	19	268.52	9	696.78	10
Bamberg	832.94	15	185.73	31	609.36	21
Barnwell	767.80	28	197.40	26	503.94	38
Beaufort	747.80	34	256.43	10	442.36	43
Berkeley	671.52	43	193.28	29	451.37	42
Calhoun	794.22	21	182.85	32	537.59	32
Charleston	1222.00	2	545.34	1	929.66	2
Cherokee	716.15	40	223.31	19	610.54	20
Chester	871.27	9	219.26	23	636.91	15
Chesterfield	660.86	44	223.09	20	549.24	29
Clarendon	634.39	46	151.29	38	411.20	44
Colleton	771.12	27	152.42	37	538.72	31
Darlington	969.66	5	255.70	11	702.30	8
Dillon	886.70	8	287.22	7	708.92	7
Dorchester	734.11	37	195.63	27	531.21	33
Edgefield	684.71	42	119.15	44	407.88	45
Fairfield	792.99	22	163.69	36	474.55	39
Florence	843.49	14	229.91	16	673.51	13
Georgetown	824.58	16	297.82	5	561.20	28
Greenville	848.86	13	325.60	3	755.00	4
Greenwood	867.08	11	222.13	21	633.36	16
Hampton	744.82	35	125.81	43	544.69	30
Horry	733.97	38	269.07	8	658.53	14
Jasper	654.24	45	108.33	46	360.81	46
Kershaw	753.71	33	236.26	14	576.96	26
Lancaster	774.90	26	176.65	33	598.78	24
Laurens	801.02	20	194.58	28	617.19	18
Lee	759.59	31	143.78	41	525.58	35
Lexington	713.58	41	145.94	39	589.08	25
McCormick	764.62	29	136.16	42	460.53	41
Marion	1325.56	1	296.11	6	857.63	3
Marlboro	948.55	6	241.05	13	717.76	5
Newberry	912.61	7	254.76	12	685.86	11
Oconee	782.71	24	235.74	15	697.80	9
Orangeburg	869.61	10	192.30	30	603.27	22
Pickens	791.62	23	201.16	24	711.83	6
Richland	1216.78	3	438.17	2	961.33	1
Saluda	815.97	18	176.14	34	600.13	23
Spartanburg	756.98	32	306.17	4	676.21	21
Sumter	979.63	4	225.43	18	614.51	19
Union	761.28	30	198.58	25	568.78	27
Williamsburg	858.25	12	164.46	35	517.28	36
York	821.08	17	227.86	17	628.19	17
State	\$834.71	..	\$237.95	..	\$641.90	..

Marion county paid its white teachers, supervisors and principals the highest annual salary, the yearly stipend being \$1,325.56; while the white teachers in Clarendon county were the poorest paid, the annual salary in that county being only \$634.39.

Diagram 9 pictures this very graphically.

Charleston negro teachers received \$545.34 per annum, while Jasper negro teachers received only \$108.33 per annum.

Richland county led in the salary paid teachers for both races with \$961.33 per annum, while McCormick's teachers were the poorest paid with \$360.81 per annum.

Darlington county has the fewest one-teacher white schools, there being only one one-teacher affair in that county, while Aiken has the greatest number with 39.

Marion county has the fewest one-teacher negro schools, there being only 10 in the county, while Orangeburg has the greatest number with 78.

BIG INCREASE IN TEACHERS' SALARIES A CAMOUFLAGE

The decline in the purchasing power of the dollar from 1913 to 1922 is calculated to upset the seeming progress South Carolina has made along educational lines within the past decade. On the face of things it appears that this State is spending nearly three times as much for education as it did nine years ago, but as a matter of fact it is spending only fifty per cent more, when the actual purchasing power of the dollar is taken into consideration, as Table XX indicates.

TABLE XX

INCREASE IN ANNUAL EXPENDITURE PER CHILD AS MEASURED
BY THE PURCHASING POWER OF THE DOLLAR

Year	Index of Cost of Living	Average Annual Expenditure Per School Child	Purchasing Power of Annual Expenditure Per School Child
1913	100	\$10.96	\$10.96
1918	174	15.27	8.78
1920	200	20.09	10.05
1922	170	27.52	16.19

It is interesting to note that the Palmetto State actually declined in the expenditure for education from 1913 to 1920, during which time the cost of living doubled. In other words, the increase in per capita costs for school purposes did not keep pace with the rise in the cost of living during the period in question.

The same conditions obtain with reference to the average annual salaries of teachers, supervisors and principals. The average teacher's salary increased from \$251.65 in 1913 to \$463.64 in 1920, but measured by the purchasing power of the dollar there was a decline of \$20 per annum, as Table XXI clearly indicates.

TABLE XXI

INCREASE IN AVERAGE ANNUAL TEACHER'S SALARY AS
MEASURED BY THE PURCHASING POWER OF THE DOLLAR

Year	Index of Cost of Living	Average Annual Salary of Teachers	Purchasing Power of of Annual Salary of Teachers
1913	100	\$251.65	\$251.65
1918	174	319.61	183.68
1920	200	463.64	231.82
1922	170	592.05	348.26

The average teacher's salary increased 136 per cent from 1913 to 1922, but when measured by the purchasing power of the dollar there was only an increase of 38 per cent; so that the seeming big increase in the average salary for teachers is misleading.

DECLINE IN SALARY OF STATE SUPERINTENDENT OF EDUCATION

It is worth while to note that the salary of the State Superintendent of Education shows a decline since 1913, though the duties and responsibilities of the office have increased a hundred fold. The present salary of the State

Superintendent is \$2,500 per annum while the salary of this officer was \$1,900 in 1913. During this period the cost of living has increased 70 per cent. So when measured by the purchasing power of the dollar this salary has actually decreased by \$429.40 per annum, as Table XXII clearly shows.

TABLE XXII

DECLINE IN THE ANNUAL SALARY OF STATE SUPERINTENDENT
OF EDUCATION AS MEASURED BY THE PURCHASING
POWER OF THE DOLLAR

Year	Index of Cost of Living	Salary of State Supt. of Education	Purchasing Power Salary of State Supt. of Education
1913	100	\$1,900	\$1,900.00
1918	174	1,900	1,091.95
1920	200	2,500	1,250.00
1922	170	2,500	1,470.60

TAXABLE WEALTH PER SCHOOL CHILD

Table XXIII shows the taxable wealth per child enrolled in school for the scholastic year 1922-23.

The taxable wealth behind each pupil enrolled varies from \$2,033.63 in Charleston county to \$424.57 in Horry county. So great a disparity is proof positive that the State should assume a full share of the burden of the support of the schools so that the educational opportunity may be somewhat equalized throughout the forty-six counties.

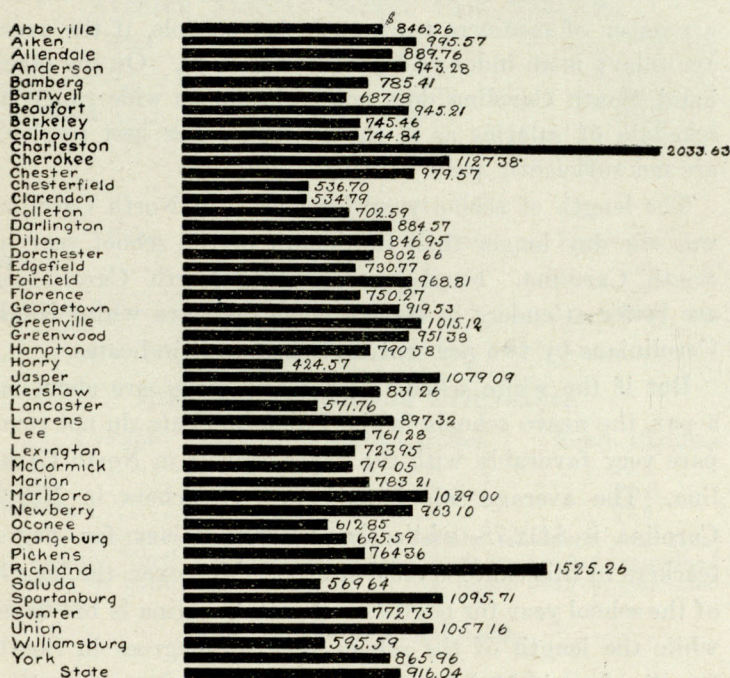
Diagram 10 shows this very graphically.

It is interesting to note in this connection that were there no other items of revenue than real and personal property it would have required a levy of 26.3 mills upon the total taxable property of the State to produce the sum of \$11,153,193, which was the annual expenditure for schools last year.

TABLE XXIII

County	Taxable Wealth Per Child	Rank
Abbeville	\$ 864.26	22
Aiken	995.57	9
Allendale	889.76	18
Anderson	943.28	15
Bamberg	785.41	26
Barnwell	687.18	39
Beaufort	945.21	14
Berkeley	745.46	32
Calhoun	744.84	33
Charleston	2,033.63	1
Cherokee	1,127.38	3
Chester	979.57	11
Chesterfield	536.70	44
Clarendon	534.79	45
Colleton	702.59	37
Darlington	884.57	19
Dillon	846.95	21
Dorchester	802.66	24
Edgefield	730.77	34
Fairfield	986.81	10
Florence	750.27	31
Georgetown	919.53	16
Greenville	1,015.12	8
Greenwood	951.38	13
Hampton	790.58	25
Horry	424.57	46
Jasper	1,079.09	5
Kershaw	831.26	23
Lancaster	571.76	42
Laurens	897.32	17
Lee	761.28	30
Lexington	723.95	35
McCormick	719.05	36
Marion	783.21	27
Marlboro	1,029.00	7
Newberry	963.10	12
Oconee	612.85	40
Orangeburg	695.59	38
Pickens	764.36	29
Richland	1,525.26	2
Saluda	569.64	43
Spartanburg	1,095.71	4
Sumter	772.73	28
Union	1,057.16	6
Williamsburg	595.59	41
York	865.96	20
State	\$ 916.04	..

DIAGRAM 10



TAXABLE WEALTH PER SCHOOL CHILD ENROLLED

SOUTH CAROLINA VS. NORTH CAROLINA

The latest available statistical data for North Carolina and South Carolina are for the scholastic year 1921-22. A study of these two states will be of interest.

There has been some talk in these parts about the high salaries paid North Carolina teachers, yet Schedule E shows that the average annual salary paid white teachers in South Carolina is fifty dollars more than the average annual salary paid white teachers in the Old North State. It may be said to the credit of North Carolina that a premium has

been placed upon highly trained and thoroughly equipped teachers, but also to her discredit that she must have quite a number of mediocre teachers in her schools, if the average salary is an index to her teaching corps. On the other hand, South Carolina does not maintain as wide range in schedule of salaries as it should, hence her best teachers are not sufficiently paid.

The length of school year for whites in North Carolina was one day longer than the length of the school year in South Carolina. Furthermore, white North Carolinians are better attenders in their schools than are white South Carolinians by two per cent, as Schedule G indicates.

But if the white schools in the two states are about on a par, the negro schools in the Palmetto State do not compare very favorably with the negro schools in North Carolina. The average salary paid negro teachers in North Carolina is \$412.78, while the average salary for negro teachers in this State is only \$228.88. Moreover, the length of the school year for negroes in North Carolina is 132 days, while the length of the school year for negroes in South Carolina is only 77 days. The South Carolina negro pupils, however, are better attenders than the North Carolina negro pupils by 3.5 per cent.

In South Carolina there are about as many negro pupils enrolled in the schools as there are white pupils. In North Carolina the whites are in a big majority.* Since South Carolina does not spend as much proportionately on the education of its negro children as does North Carolina, and since this State has a larger percentage of negro pupils to educate, it is readily seen that the statistics for both races in this State do not compare very favorably with those in North Carolina, as the various schedules indicate.

SCHEDULE E

AVERAGE ANNUAL SALARY PAID TEACHERS

Race	North Carolina	South Carolina
White	\$ 720.73	\$ 771.40
Negro	412.78	228.88
Combined	649.24	592.05

SCHEDULE F

LENGTH OF SCHOOL YEAR

Race	North Carolina	South Carolina
White	141	140
Negro	132	77
Combined	139	108

SCHEDULE G

PER CENT IN REGULAR ATTENDANCE

Race	North Carolina	South Carolina
White	74.9	72.9
Negro	67.9	71.4
Combined	72.4	72.2

*The enrollment for the two states for the scholastic year 1921-22 was, for North Carolina: white 516,952; negro 236,746; combined 753,698; for South Carolina: white 235,535; negro 243,774; combined 479,309.

SOUTH CAROLINA'S PLACE

South Carolina should lead the vanguard of educational progress, but according to a rating given her by Leonard P. Ayers, of the Russell Sage Foundation, she was at the bottom of the educational ladder in 1918. Whether she has outstripped some of her neighbors within the past five years remains a question until the records have been completed. It is certain, however, that the Palmetto State has made some rapid strides in that direction.

Statistical data for the scholastic year 1919-20 are the latest available for the whole United States. A few comparisons for that year will be interesting. The California school system was chosen because that state stands at the very top along educational lines. The North Carolina system was selected because the Tarheel State is our nearest

neighbor on the north, and practically the same industrial, social and racial conditions obtain in that state that exist in South Carolina. A comparison between these two states should be worth while. The whole United States was selected as another comparative unit because it represents the average for all the states in the Union.

The figures detailed in Schedule H indicate that for the scholastic year 1919-20 the South Carolina school system does not compare very favorably with the California system or with the national system represented by the United States. In fact she was lagging behind her neighbor on the north at that time although she had a higher percentage of enrolled pupils in the high school than did North Carolina. But the latter outstripped the former in the per capita expenditure per pupil enrolled, in the length of the school year, and equaled her in the annual salaries of teachers, supervisors and principals.

SCHEDULE H

Item	California	N. C.	S. C.	U. S.
Expenditure per pupil enrolled \$	70.35	\$ 17.58	\$ 13.93	\$ 48.02
Length of school year in days..	174	134	93	162
Average annual teacher's salary	\$1,272.00	\$464.00	\$464.00	\$871.00
Per cent of total enrollment in high school	23.4	4.5	6.0	10.2

GENERAL CONCLUSIONS AND RECOMMENDATIONS

An analysis of the statistical data of the public schools of South Carolina for the scholastic year 1922-23 leads to the following general conclusions and recommendations:

1. A substantial increase in revenue was provided for the schools for the scholastic year 1922-23 over the previous year.
2. The receipts from special district levies yielded the greatest per cent of income for the schools.

3. While State appropriations are increasing they are still inadequate under the present system of disbursing aid.

4. The State appropriations are too numerous and the existing laws are too complex. It is recommended that one general law fixing the State as the principal school unit be enacted which will provide for not less than forty per cent of the total revenue for the schools.

5. The increase in revenue was reflected in a corresponding increase in the expenditure for the schools.

6. The salaries of teachers are slowly advancing and a constructive building program is in its incipiency.

7. The small schools are being eliminated and are being gradually absorbed by the larger schools.

8. Waste occasioned by non-attendance of pupils is increasing. It is recommended that an effective compulsory attendance law be enacted to stop such leakage.

9. Too great inequalities exist in the expenditure of school funds between the whites and the negroes. It is recommended that a more equitable distribution of such funds be made between the two races, not by decreasing the expenditure for whites, but by increasing the expenditure for negroes.

10. The office of county superintendent of education should be eliminated from politics and should carry with it a higher salary with certain stipulated qualifications of eligibility.

11. The disparity in the per capita costs in the various counties is too great. It is recommended that the educational opportunity be equalized by making the State the principal unit of support with the counties and local districts cooperating units therewith.

12. While South Carolina has made some progress along educational lines during the scholastic year 1922-23 her system of education lacks unity and symmetry, and is far below the average for the United States as a whole. This

laggardness can be corrected by further increases in expenditures for whites and heavy increases in expenditures for negroes.

Note. Items 4 and 11 above have been partially realized by the enactment of the new financing law for schools.

INCOME OF PUBLIC SCHOOLS IN SOUTH CAROLINA FOR THE BI-DECENNIAL PERIOD 1904-23.

Scholastic Year Ended	Cash Balance Brought For- ward	Poll Tax	3-Mill Tax	Dog Tax	Special Tax	Dispensary Fund	Bond Tax	Sale of Bonds	State Appro- priation	County Board Fund	Miscellaneous	Total Revenue	Per Cent State Appropriation is of Total Revenue
1904	\$ 304,184.10	\$ 185,541.01	\$ 594,212.71	.....	\$ 200,868.25	\$ 236,795.52	.....	.....	\$ 3,500.00	.....	\$ 43,534.15	\$ 1,568,635.74	.2
1905	371,366.44	183,901.88	619,863.80	.....	236,109.71	210,971.42	.....	.....	3,310.00	.....	59,386.29	1,684,909.54	.2
1906	368,426.28	193,403.71	653,273.41	.....	269,161.94	139,213.74	.....	.....	1,455.00	.....	117,010.54	1,741,944.62	.1
1907	322,208.58	197,629.17	728,492.30	\$ 63,103.14	326,072.96	133,926.79	.....	.....	24,764.00	.....	82,138.59	1,878,335.53	1.3
1908	377,121.71	192,359.70	778,256.66	64,056.36	386,838.85	216,377.37	.....	.....	31,964.00	.....	57,738.99	2,104,713.64	1.5
1909	488,377.84	204,801.16	808,032.97	45,861.14	462,820.09	210,967.70	.....	.....	47,891.26	.....	124,786.82	2,393,538.98	2.0
1910	439,838.40	207,388.54	810,214.21	46,957.85	494,666.05	182,605.02	.....	.....	36,272.74	.....	252,933.72	2,470,876.53	1.5
1911	370,350.27	213,171.35	828,499.38	47,861.39	574,450.87	133,273.06	.....	.....	117,143.59	.....	232,341.97	2,517,091.09	4.7
1912	378,880.38	210,902.55	844,228.34	47,044.97	687,628.80	262,706.45	.....	.....	136,961.76	\$ 32,962.65	302,722.68	2,904,038.58	4.7
1913	535,319.54	217,751.23	857,764.51	47,951.08	719,130.95	159,708.91	\$ 123,191.49	.....	139,568.40	31,482.40	297,936.34	3,129,804.85	4.5
1914	482,397.83	220,887.09	881,580.05	50,598.61	829,480.38	228,249.51	201,125.89	.....	213,947.51	118,236.92	293,626.86	3,520,130.65	6.1
1915	543,735.00	213,773.88	900,750.13	51,202.78	939,784.44	172,911.15	169,374.99	.....	306,934.12	63,771.12	677,145.30	4,039,382.91	7.6
1916	498,739.43	226,063.80	882,048.55	51,249.49	1,074,603.17	118,444.70	257,305.37	.....	352,127.16	115,138.39	685,381.12	4,261,101.18	8.2
1917	496,983.38	231,023.74	891,257.52	52,178.28	1,340,458.26	.....	212,424.31	\$ 301,004.21	405,886.00	121,676.63	362,329.61	4,415,221.94	9.2
1918	500,008.12	228,312.74	909,046.00	52,731.32	1,493,815.39	.....	287,752.10	76,476.40	405,889.66	83,067.09	334,978.98	4,372,078.59	9.3
1919	493,398.72	225,813.80	1,063,089.91	52,293.27	1,850,236.54	.....	294,473.75	35,260.50	497,558.78	70,531.80	508,055.75	5,090,712.82	9.8
1920	745,634.67	224,608.75	1,148,105.74	60,342.26	2,669,603.80	.....	409,467.86	785,322.42	852,593.76	170,176.62	593,680.22	7,659,536.10	11.1
1921	1,096,851.83	230,301.12	1,249,705.39	53,069.02	3,731,523.67	.....	519,623.14	1,078,450.89	1,486,419.36	237,419.92	1,236,929.60	10,920,293.94	13.6
1922	1,048,167.57	192,247.28	1,108,404.13	103,216.59	3,739,512.80	.....	587,497.81	864,880.14	1,350,063.90	346,605.02	1,312,165.78	10,652,761.02	12.7
1923	1,230,956.69	223,774.72	1,152,457.23	111,392.81	4,459,735.60	.....	807,768.77	1,230,582.13	1,851,715.62	357,965.79	1,241,563.00	12,667,912.36	14.6
Totals	\$ 11,092,946.78	\$ 4,223,657.22	\$ 17,709,282.94	\$ 1,001,110.36	\$ 26,486,502.52	\$ 2,406,151.34	\$ 3,870,005.48	\$ 4,371,976.69	\$ 8,265,966.62	\$ 1,749,034.35	\$ 8,816,386.31	\$ 89,993,020.61	...
Per cent	12.4	4.8	19.8	1.1	29.6	2.8	4.3	4.9	9.2	2.0	9.1	100.0	...

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